

Sample Questions



(good) experience or study (an educated guess)
ed·u·ca·tion /éjəkáyshən/ n. 1 **a** the act of educating or being educated; system of educating or being educated; system of or stage in education (a classical education). 3 **a** development of character powers. **b** a stage in or aspect of education for you). □□ **ed·u·ca·tion** tionally adv. e

2006

Reading Word Locator Study

Grade 4

DIRECTIONS

This booklet contains three sections. You will have 25 minutes to complete section 1 and 25 minutes to complete section 2. Section 3 asks questions about you and your family.

You will be asked to respond to three different types of questions. Some of the questions will require you to choose the best answer and fill in the oval for that answer in your booklet.

For other questions, you will be asked to write short answers on the blank lines provided in your booklet. Here is an example of a question that requires you to provide a short answer.

Example 1

Give an example from the article that shows Mandy was not a quitter.

One example is that Mandy's mother didn't want her to umpire in public, but Mandy persuaded her mother to let her.

Also, you may be asked to answer other questions by writing longer, more detailed responses on a full page of blank lines. For example, here is a question that requires you to provide a longer answer.

Example 2

Explain how Mandy's mother and brother helped Mandy to become the first women umpire.

Mandy's mother helped her by agreeing to let her umpire at a public ball game. Mandy did so well that the team offered her a job as umpire. Mandy's brother helped her by letting her play baseball with him. He also helped Mandy to persuade their mother to let her play in public.

When you are asked to write your response be sure that your handwriting is clear. Think carefully about each question and make your answers as complete as possible, using as many lines as you need.

You may go back to the story, article, or document when answering any of the questions. If you finish before time is called, be sure to read your work again and change anything that you think will make your answers better.



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SECTION 1

Section 1

In this section, you will have 25 minutes to read an article and answer 12 questions about it. Mark your answers in your booklet. Fill in only one oval for each question or write your answer on the lines. Please think carefully about your answers. When you are writing your answers, be sure that your handwriting is clear.

Do not go past the STOP sign at the end of the section. If you finish before time is called, you should go over your work again and change anything that you think will make your answers better.

PLEASE TURN THE PAGE AND BEGIN READING NOW.



by Vicki Oransky Wittenstein

When Shannon Lucid was growing up in Bethany, Oklahoma, during the 1950s, she dreamed of exploring outer space. She loved pioneer stories about America's West, and felt she had been born too late.

But then she read about rocket inventor Robert Goddard. She realized that she had not been born too late—to be a space explorer!

And explore space she did. On September 26, 1996, after a month's delay, Dr. Lucid returned to Earth after spending more than six months on the Russian space station *Mir*.

Dr. Lucid was the second American astronaut to live aboard *Mir* as part of a program to study how long-term travel in space affects the human body. The results will help the National Aeronautics and Space Administration (NASA) develop an international space station.

Dr. Lucid loved life in orbit. She said: "One of the best things to do is to look out the window and see the Earth, and watch the seasons change. I got to see the ice in all the lakes break up, and the Earth bloom."

Now she holds the American and women's record for the longest stay in space, and she received the Congressional Space Medal of Honor from President Clinton.

Adventurous Spirit

It's possible that Dr. Lucid became an adventurous spirit when she was a baby. Her parents took her along as they traveled throughout China during and after World War II. The family settled in the United States when Shannon was six, but the future astronaut was always looking forward to the adventure of another move.

She pursued her love of science and her dream of space travel. As a result, she earned a pilot's license and degrees in chemistry and biochemistry.

But she was disappointed when NASA accepted only men to its first space program in 1959 and 1960. When NASA finally admitted women in 1978, Dr. Lucid was one of the first six women to be accepted. And she was a crew member on several successful space shuttle missions.

Aboard *Mir*

On the Russian space station, Dr. Lucid's determination helped her cope with the stress of weightlessness, a small living space, and a diet of dehydrated foods.

She also learned from the first American to live aboard *Mir*, Dr. Norman Thagard. Dr. Thagard had lost seventeen pounds while eating unfamiliar Russian food, and he had been lonely.

Dr. Lucid was determined to stay healthy and happy. She took some American foods, such as shrimp, tomatoes, potato chips, and candy. Supply ships delivered her favorite snacks as well as fresh fruits and vegetables.

And she stayed in touch with her family. Messages and books came from home. She wrote to her family through daily E-mail and talked to them in frequent "visits" by radio and television.

To stay fit in space, Dr. Lucid spent hundreds of hours exercising on a treadmill and stationary bicycle. Although she was in space longer than any other American, she maintained her weight. Also, she lost only a little strength in her bones and muscles.

When she returned to Earth, she surprised everyone because she was still strong enough to walk off the space shuttle instead of being carried.

While on *Mir*, Dr. Lucid also did research. In experiments on the development of quail eggs and growing wheat, she studied the effects of weightlessness on living things. In fact, her own body



To stay in good physical condition, Dr. Lucid exercised on the space station by running on a treadmill.

was an experiment in human adaptation to space. Dr. Lucid also studied ocean currents and photographed Earth.

She enjoyed life on *Mir* but missed bookstores, gooey desserts, the sun, the wind, and in-line skating with her daughters. “You really were isolated,” she said. “You just couldn’t run out and buy some fresh fruit.”

Two Yuris

Dr. Lucid’s companions for most of her stay were two men, Russian cosmonauts named Yuri Usachov and Yuri Onufriyenko.

Dr. Lucid’s mission was successful partly because she had a good relationship with the cosmonauts. She joked, ate, and watched adventure movies with “Yuri and Yuri,” as she calls them.

Even though she and the two cosmonauts grew up when the United States and Russia were enemies, they became friends aboard *Mir*.

“It dawned on all three of us at once how remarkable it was that we were three people who grew up in totally different parts of the world, mortally afraid of each other,” she said. “And here we were in an outpost in space, enjoying living together.”

Dr. Shannon Lucid can inspire anyone who thinks that dreams come true only in fairy tales. “Who would have ever thought that I would have spent time on a Russian space station?” she said. “So just take advantage of every opportunity that comes your way, and make the most of it.”

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1. What are two things about Shannon Lucid that could be learned from reading this passage?

2. According to the passage, what was the purpose of the space station *Mir* program?

- Ⓐ To learn how the body reacts to long-term travel in space
- Ⓑ To observe how people from different cultures live together
- Ⓒ To see what the seasons look like from outer space
- Ⓓ To take pictures of the Earth and of water currents

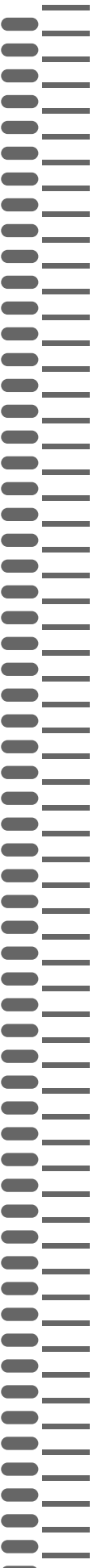
3. The passage says that Shannon Lucid was able to **cope** with the stress of being on board the space station. This means that Shannon Lucid

- Ⓐ handled the stress well
- Ⓑ pretended that she did not feel any stress
- Ⓒ talked to others about her stress
- Ⓓ expected to feel the stress

4. During her time on *Mir*, what did Shannon Lucid do to stay fit?

- Ⓐ She studied the effects of weightlessness.
- Ⓑ She read pioneer stories.
- Ⓒ She exercised on a treadmill.
- Ⓓ She experimented with growing wheat.

5. Why does the author tell what Shannon Lucid read about when she was growing up? Use information from the passage to explain your answer.



6. What did Shannon Lucid miss while in space?

- Ⓐ Eating her favorite snacks
- Ⓑ Riding a stationary bicycle
- Ⓒ Talking to her family
- Ⓓ Feeling the sun and the wind

7. Shannon Lucid describes life on *Mir* by saying, “You were really **isolated**.” This means that the astronauts on board the *Mir* were

- Ⓐ focused on their work
- Ⓑ lonely and unhappy
- Ⓒ separated from other people
- Ⓓ eager to go home

- [illegible]



9. What surprised people when Shannon Lucid returned to Earth?

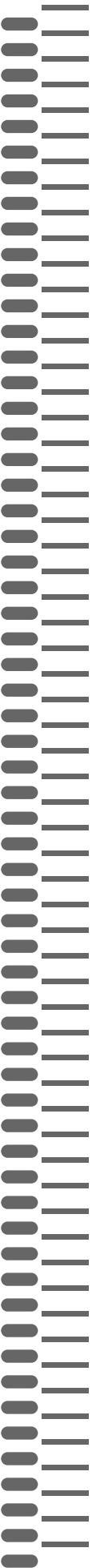
- Ⓐ She wanted to eat gooey desserts and go skating.
- Ⓑ She still wanted to exercise on a treadmill.
- Ⓒ She walked off the space shuttle on her own.
- Ⓓ She still felt she had been born too late.

10. Why did Shannon Lucid think it was remarkable that she and the Russian cosmonauts became friends?

- Ⓐ They lived in a very small space station.
- Ⓑ Their countries had once been enemies.
- Ⓒ The time they spent on *Mir* was not very long.
- Ⓓ There was not enough food for all of them.

11. Choose one thing Shannon Lucid did that helped her to become an astronaut. Explain why it helped her.

12. What is one lesson that could be learned from reading this passage?
Use information from the passage to support your answer.



SECTION 2

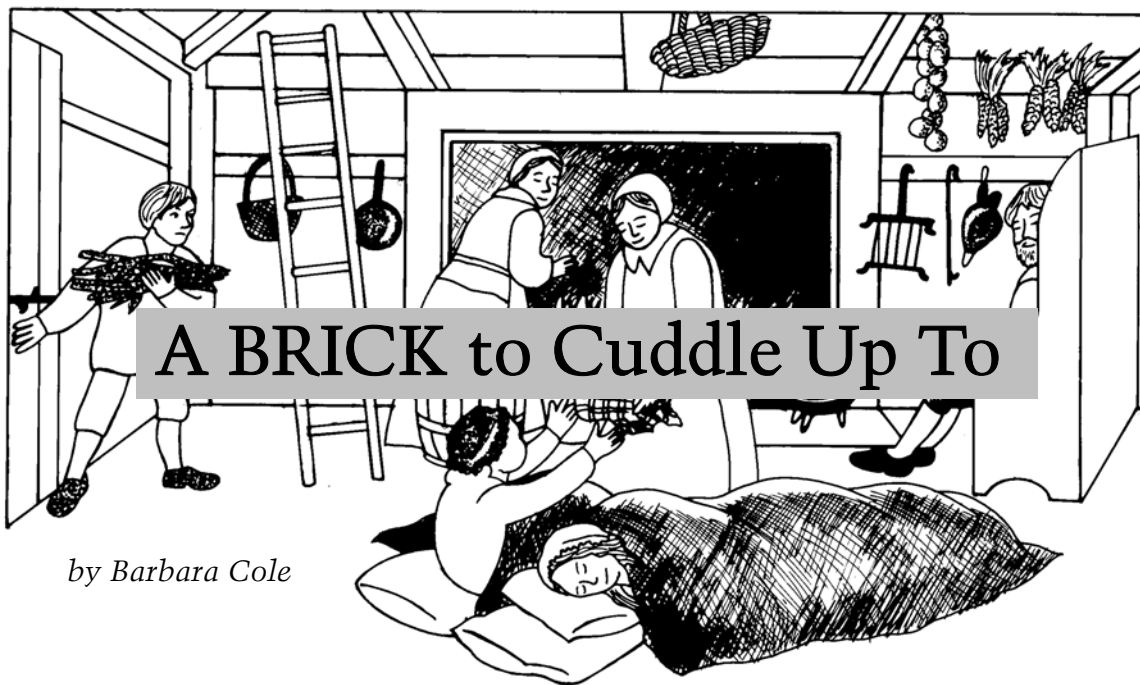
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NOTE: Only one passage is shown in this sample booklet.



by Barbara Cole

Imagine shivering on a cold winter's night. The tip of your nose tingles in the frosty air. Finally, you climb into bed and find the toasty treat you have been waiting for—your very own hot brick.

If you had lived in colonial days, that would not sound as strange as it does today. Winters were hard in this New World, and the colonists had to think of clever ways to fight the cold. At bedtime, they heated soapstones, or bricks, in the fireplace. They wrapped the bricks in cloths and tucked them into their beds. The brick kept them warm at night, at least for as long as its heat lasted.

Before the colonists slipped into bed, they rubbed their icy sheets with a bed warmer. This was a metal pan with a long wooden handle. The pan held hot embers from the fireplace. It warmed the bedding so well that sleepy bodies had to wait until the sheets cooled before climbing in.

Staying warm wasn't just a bedtime problem. On winter rides, colonial travelers covered themselves with animal skins and warm blankets. Tucked under the blankets, near their feet, were small tin boxes called foot stoves. A foot stove held burning coals. Hot smoke puffed from small holes in the stove's lid, soothing freezing feet and legs. When the colonists went to Sunday services, their foot

stoves, furs, and blankets went with them. The meeting houses had no heat of their own until the 1800s.

At home, colonial families huddled close to the fireplace, or hearth. The fireplace was wide and high enough to hold a large fire, but its chimney was large, too. That caused a problem: Gusts of cold air blew into the house. The area near the fire was warm, but in the rest of the room it might still be cold enough to see your breath.

Reading or needlework was done by candlelight, or by the light of the fire. During the winter, animal skins sealed the drafty windows of some cabins and blocked out the daylight. The living area inside was gloomy, except in the circle of light at the hearth.

Early Americans did not bathe as often as we do. When they did, their “bathroom” was the kitchen, in that toasty space by the hearth. They partially filled a tub with cold water, then warmed it up with water heated in the fireplace. A blanket draped from chairs for privacy also let the fire’s warmth surround the bather.

The household cooks spent hours at the hearth. They stirred the kettle of corn pudding or checked the baking bread while the rest of the family carried on their own fireside activities. So you can see why the fireplace was the center of a colonial home.

The only time the fire was allowed to die down was at bedtime. Ashes would be piled over the fire, reducing it to embers that might glow until morning.

By sunrise, the hot brick had become a cold stone once more. An early riser might get dressed under the covers, then hurry to the hearth to warm up.

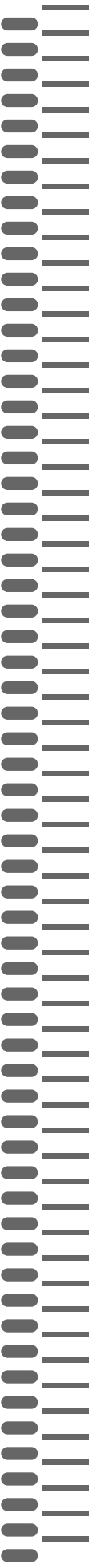
Maybe you’d enjoy hearing someone who kept warm in these ways tell you what it was like. You wouldn’t need to look for someone who has been living for two hundred years. In many parts of the country the modern ways didn’t take over from the old ones until recently. Your own grandparents or other older people might remember the warmth of a hearthside and the joy of having a brick to cuddle up to.

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Illustration by Katherine Dodge.

1. When the article says that winters were **hard** in the New World, this means that
 - Ⓐ people had to work long hours
 - Ⓑ it was difficult to find shelter
 - Ⓒ the nights were very long
 - Ⓓ the weather was very cold

2. The article says that hot smoke from the foot stove was **soothing** to a person's feet and legs. This means that the hot smoke
 - Ⓐ comforted the feet and legs
 - Ⓑ made the feet and legs feel tired
 - Ⓒ made the feet and legs stronger
 - Ⓓ blew around the feet and legs

3. When the article says that the living area of the house was **gloomy**, this means that the living area was
 - Ⓐ cold and windy
 - Ⓑ dark and depressing
 - Ⓒ small and crowded
 - Ⓓ warm and humid



4. The article says that the colonists used a “blanket draped from chairs for **privacy**.” This means that the blanket on the chairs
- Ⓐ blocked out the sunlight
 - Ⓑ made the chairs more comfortable
 - Ⓒ kept a person out of sight from others
 - Ⓓ made the house seem quieter
5. The article says that ashes were “piled over the fire, **reducing** it to embers.” This means that the ashes
- Ⓐ created a new fire
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SECTION 2

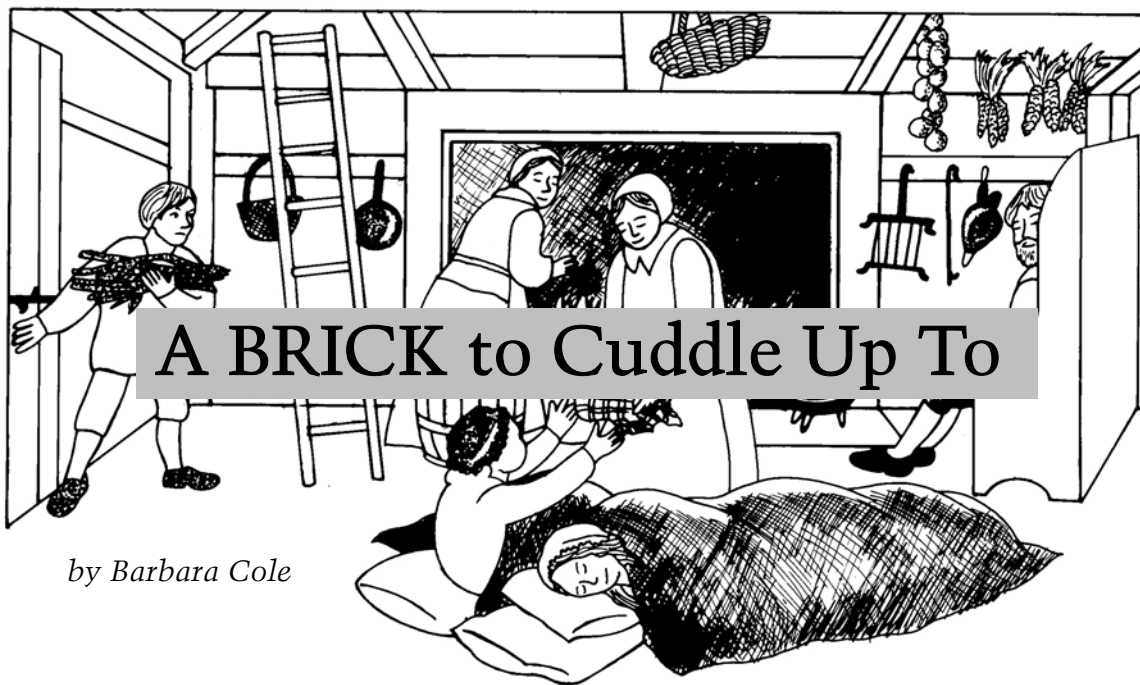
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Line

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- 10 them into their beds. The brick kept them warm at night, at least for as long as its heat lasted.

- Before the colonists slipped into bed, they rubbed their icy sheets with a bed warmer. This was a metal pan with a long wooden handle. The pan held hot embers from the fireplace.
- 15 It warmed the bedding so well that sleepy bodies had to wait until the sheets cooled before climbing in.

- Staying warm wasn't just a bedtime problem. On winter rides, colonial travelers covered themselves with animal skins and warm blankets. Tucked under the blankets, near
- 20 their feet, were small tin boxes called foot stoves. A foot stove held burning coals. Hot smoke puffed from small holes in the stove's lid, soothing freezing feet and legs. When the colonists went to Sunday services, their foot

Line

25 stoves, furs, and blankets went with them. The meeting
houses had no heat of their own until the 1800s.

At home, colonial families huddled close to the fireplace,
or hearth. The fireplace was wide and high enough to hold a
large fire, but its chimney was large, too. That caused a
problem: Gusts of cold air blew into the house. The area
30 near the fire was warm, but in the rest of the room it might
still be cold enough to see your breath.

Reading or needlework was done by candlelight, or by the
light of the fire. During the winter, animal skins sealed the
drafty windows of some cabins and blocked out the daylight.
35 The living area inside was gloomy, except in the circle of
light at the hearth.

Early Americans did not bathe as often as we do. When
they did, their “bathroom” was the kitchen, in that toasty
space by the hearth. They partially filled a tub with cold
40 water, then warmed it up with water heated in the fireplace.
A blanket draped from chairs for privacy also let the fire’s
warmth surround the bather.

The household cooks spent hours at the hearth. They
stirred the kettle of corn pudding or checked the baking
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The only time the fire was allowed to die down was at
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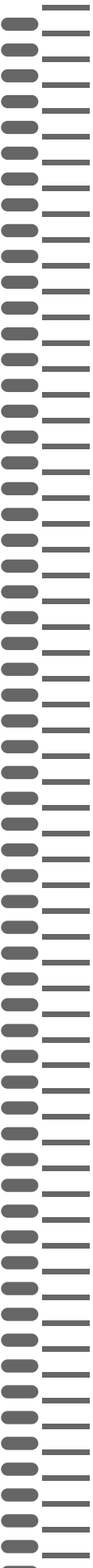
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1. In line 6, when the article says that winters were **hard** in the New World, this means that
 - Ⓐ people had to work long hours
 - Ⓑ it was difficult to find shelter
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2. In line 22, the article says that hot smoke from the foot stove was **soothing** to a person's feet and legs. This means that the hot smoke
 - Ⓐ comforted the feet and legs
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 - Ⓒ made the feet and legs stronger
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3. In line 35, when the article says that the living area of the house was **gloomy**, this means that the living area was
 - Ⓐ cold and windy
 - Ⓑ dark and depressing
 - Ⓒ small and crowded
 - Ⓓ warm and humid



4. In line 41, the article says that the colonists used a “blanket draped from chairs for **privacy**.” This means that the blanket on the chairs
- Ⓐ blocked out the sunlight
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5. In lines 49-50, the article says that ashes were “piled over the fire, **reducing** it to embers.” This means that the ashes
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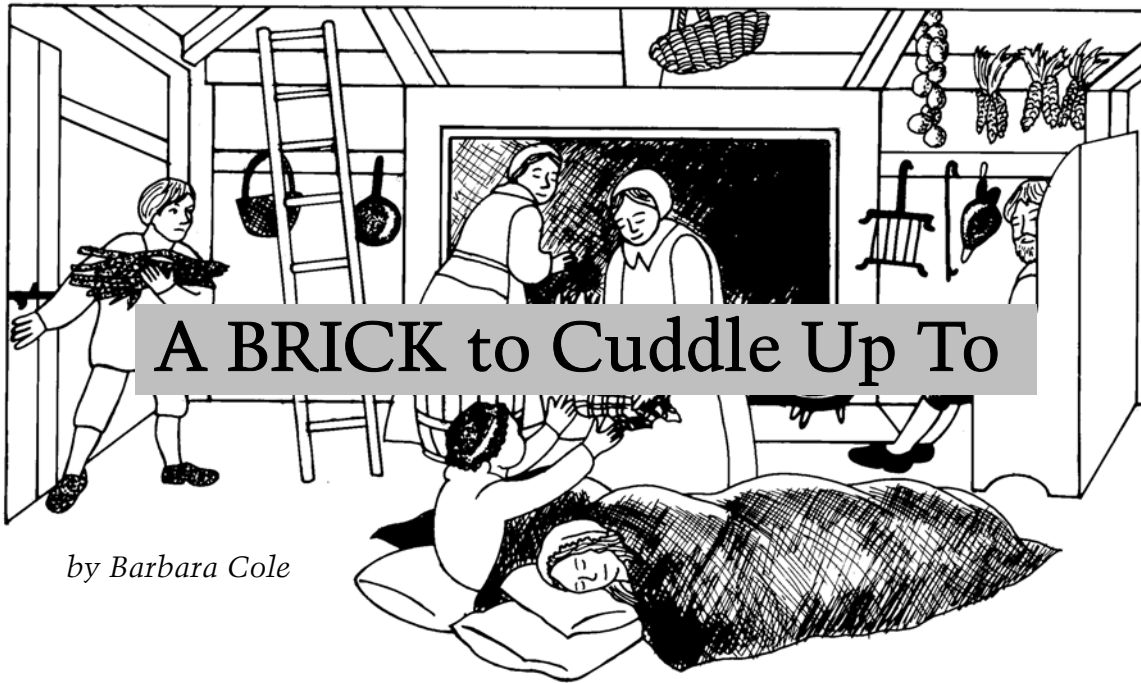
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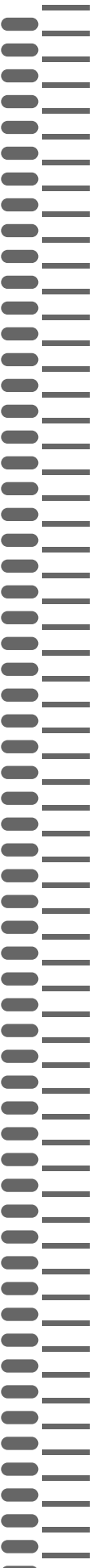
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DIRECTIONS

In the next section, you will be asked questions about yourself and your family. Fill in the oval for the best answer.

Example

Which event would you prefer to attend?

- Ⓐ basketball game
- Ⓑ car show
- Ⓒ concert
- Ⓓ play

Make your answer mark clear and dark in the oval. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

Do not go past the  sign at the end of each section until you are told to do so.

If you finish before time is called, go back and check your work on that section only. Use your time carefully. Do as much as you can in each section.



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SECTION 3

Section 3

In this section, please tell us about yourself and your family. The section has 11 questions. Mark your answers in your booklet.

VB331330

1. Are you Hispanic or Latino? Fill in **one** or **more ovals**.

- ☐ (A) No, I am not Hispanic or Latino.
- ☐ (B) Yes, I am Mexican, Mexican American, or Chicano.
- ☐ (C) Yes, I am Puerto Rican or Puerto Rican American.
- ☐ (D) Yes, I am Cuban or Cuban American.
- ☐ (E) Yes, I am from some other Hispanic or Latino background.

VB331331

2. Which of the following best describes you? Fill in **one or more ovals**.

- ☐ (A) White
- ☐ (B) Black or African American
- ☐ (C) Asian
- ☐ (D) American Indian or Alaska Native
- ☐ (E) Native Hawaiian or other Pacific Islander

Section 3

For the rest of the questions in this section, fill in only **one** oval for each question.

VB331333

3. Does your family get a newspaper at least four times a week?

- ☐ (A) Yes
- ☐ (B) No
- ☐ (C) I don't know.

VB331334

4. Does your family get any magazines regularly?

- ☐ (A) Yes
- ☐ (B) No
- ☐ (C) I don't know.

VB331335

5. About how many books are there in your home?

- ☐ (A) Few (0–10)
- ☐ (B) Enough to fill one shelf (11–25)
- ☐ (C) Enough to fill one bookcase (26–100)
- ☐ (D) Enough to fill several bookcases (more than 100)

VB331336

6. Is there a computer at home that you use?

- ☐ (A) Yes
- ☐ (B) No

VB331337

7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.

- ☐ (A) Yes
- ☐ (B) No
- ☐ (C) I don't know.

TB001101

8. About how many pages a day do you have to read in school and for homework?

- ☐ (A) 5 or fewer
- ☐ (B) 6–10
- ☐ (C) 11–15
- ☐ (D) 16–20
- ☐ (E) More than 20

VB331339

9. How often do you talk about things you have studied in school with someone in your family?

- ☐ (A) Never or hardly ever
- ☐ (B) Once every few weeks
- ☐ (C) About once a week
- ☐ (D) Two or three times a week
- ☐ (E) Every day

VB331447

10. How many days were you absent from school in the last month?

- Ⓐ None
- Ⓑ 1 or 2 days
- Ⓒ 3 or 4 days
- Ⓓ 5 to 10 days
- Ⓔ More than 10 days

VB331451

11. How often do people in your home talk to each other in a language other than English?

- Ⓐ Never
- Ⓑ Once in a while
- Ⓒ About half of the time
- Ⓓ All or most of the time

